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GENERAL GUIDELINES AND FRAMEWORK FOR THE DEVELOPMENT OF THE QUÉBEC EDUCATION PROGRAM

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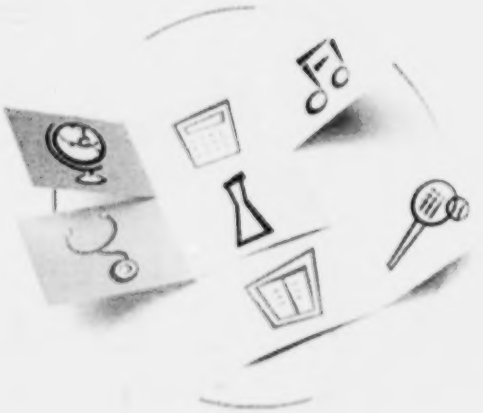

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FOREWORD

The Commission des programmes d'études is an advisory body to the Minister of Education. It was created in December 1997 through the adoption of Bill 180, which amended the *Education Act* and various legislative provisions. The Commission plays an important role in the implementation of programs of study at the preschool, elementary and secondary levels.[1] The Commission may make recommendations to the Minister on any matter related to programs of study.

The Commission is required to make recommendations on the following:

- the general guidelines and framework for establishing programs of study
- the calendar for the development, implementation and revision of programs of study[2]
- the approval of programs of study
- the ongoing adaptation of programs of study

All programs of study must also be submitted to the Catholic and Protestant committees of the Conseil supérieur de l'éducation for an opinion with respect to the moral and religious content. This responsibility falls under the Minister of Education.

The Ministère de l'Éducation is responsible for developing programs of study: planning, writing, translating into English, field-testing, and submitting the programs to the Commission des programmes d'études prior to their approval by the Minister of Education.

In short, the Commission plays a supportive role in the program implementation process. It defines the general framework for the development of programs and, after reviewing the programs, it makes recommendations regarding their approval to the Minister.

1. The sections of the *Education Act* pertaining to the responsibilities of the Minister of Education and of the Commission des programmes d'études are provided in Appendix 1.
2. Commission des programmes d'études. *Calendar for the Development, Implementation and Revision of Programs of Study* (Code 25-1000A) (Québec, 1998).

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INTRODUCTION

The mandate of the Commission des programmes d'études is to advise the Minister of Education on any matter related to programs of study. In this document, the Commission proposes some general guidelines and a framework for developing the Québec Education Program.

The Québec Education Program is comprised of the Program of Programs and the programs of study for each subject. It is published in two separate documents: one for preschool and elementary education, and the other for secondary education. The Québec Education Program is the official document in which the Minister of Education prescribes, for students in the youth and adult sectors, that which must be learned from preschool through to the end of secondary education.

The Commission des programmes d'études is of the opinion that the two components of the Québec Education Program, that is, the Program of Programs and the programs of study, will enable schools to fulfill the mission entrusted to them under the new section 36 of the *Education Act*

- **Provide instruction**: *Schools play a vital role in the transmission of knowledge. To reaffirm this purpose, we must recognize the importance of students' intellectual development and mastery of knowledge. In today's knowledge-based society, the development of students' minds must be a priority for all schools.*(3)

- **Socialize**: *. . . schools bring people together. Our schools must not only help students develop a feeling of belonging to the community but also teach them how to "live together." In doing this, they must pay attention to students' concerns about the meaning of life. They must promote the fundamental values of democracy and prepare our youth for their role as responsible citizens. They must likewise prevent exclusion, a phenomenon which jeopardizes the future of too many young people.*(4)

- **Provide qualifications**: *Schools are responsible for enabling all students to undertake and successfully complete studies or to integrate into society after having mastered occupational skills.*(5)

The Commission des programmes d'études shares the opinion of the Conseil supérieur de l'éducation, published in 1994:

The Conseil has already stated that it is important to re-establish the focus of the mission of schools: providing students with a general education, which implies both the acquisition of constructive knowledge, the organization of information and the integration of different areas of study, and the development of the methodological skills needed to reason, analyze, synthesize, criticize and solve problems. This intellectual development in students is absolutely crucial at a time when the mastery of knowledge by the greatest number is a deciding factor. This is one of the schools' specific, irreplaceable tasks.(6)

Realization of this goal requires that all programs of study be revised using a new frame of reference. The curriculum in Québec comprises a common-core basic education up to the ninth grade and greater diversification in the last two years of secondary school. Students who successfully complete their secondary education are awarded the Secondary School Diploma, regardless of whether they have studied in the youth or adult sector, or in English or French. This implies that programs of study leading to this diploma are the same in both sectors. The Commission des programmes d'études has therefore formulated for the Minister proposals for replacing the development framework which, since the beginning of the 1980s, has served as a frame of reference for program development.(7)

This document sets out the general guidelines and framework for the development and revision of programs of study. Certain sections of this document respond to the current context of program reform, which requires establishing new conditions for the development and revision of programs of study. Other sections, including those which deal with the requirements for the development of the Program of Programs and new programs of study, are of a more fixed nature as they constitute the basis of the Québec Education Program.

In the first chapter of this document, the Commission des programmes d'études lists the preconditions for the renewal of programs of study. The first condition, cooperation, more directly concerns the program implementation process. It is a call for all partners to join forces and share expertise, which will require new procedures. The second condition is coherence, which must be ensured in all the components of the Québec Education Program so that it becomes a useful tool for planning student education. With respect to the third condition, realism, the Commission emphasizes that the scope of the work to be accomplished must not be underestimated and reiterates the importance of the field-testing period for each program of study.

The second chapter of the document specifies the nature and structure of the Québec Education Program. It describes the components of the Program of Programs as well as the requirements for the development of the Program of Programs and the programs of study for each subject.

The third chapter of the document explains the program implementation process. If the goal is to ensure the success of program renewal, it is important that the efforts of the Ministère de l'Éducation and the Commission des programmes d'études be well orchestrated.

The Task Force on Curriculum Reform has already formulated recommendations in its report *Reaffirming the Mission of Our Schools*.(8) The Commission is building on these reflections and is thus contributing to bringing about the changes announced in the educational policy statement *Québec Schools on Course*.

Ministère de l'Éducation. *Québec Schools on Course, Educational Policy Statement* (3) (Code 55-1848A) (Québec, 1997), p. 9.

(4) Ibid, p. 9.

(5) Ibid, p. 9.

(6) Conseil supérieur de l'éducation. *Rénover le curriculum du primaire et du secondaire : avis au ministre de l'Éducation* (Code 50-0397) (Québec, 1994), p. 20. This is a free translation.

(7) Ministère de l'Éducation. *Cadre révisé d'élaboration des programmes et des guides pédagogiques* (Québec, Direction des programmes, April 1980).

Ministère de l'Éducation. *Reaffirming the Mission of Our Schools* (Code 49-1401A) (8) (Québec, 1997).

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1. Preconditions for the Renewal of Programs of Study

In order to allow the planned changes to improve the quality of students' education, we must first alter the educational environment within which they are to take place. Once the desired educational environment has been established, we must then enrich the content of the curriculum, identify fundamental learning, identify cross-curricular learning, i.e., learning that cuts across all subjects in the curriculum, improve the organization of teaching, streamline and clarify the content of the programs of study, and review the process by which programs are developed.

Québec Schools on Course, Educational Policy Statement

The educational policy statement *Québec Schools on Course* requires that changes be made in the definition of the programs' learning objectives and learning content. In order for these changes to be made within the prescribed deadlines and for them to have a positive impact on the students' education, the Commission is of the opinion that the conditions for program development must be modified. New procedures must allow for cooperation, starting with the development of the Québec Education Program and continuing throughout its implementation in the schools. These new procedures must define a coherent set of learning objectives, learning content and cross-curricular learning,[9] and facilitate the adaptation of teaching.

The Commission understands that acting quickly in pursuing the objectives of the reform will generate a great deal of work; however, the numerous and demanding challenges that the schools and school boards are facing cannot be circumvented. We must improve students' access to equal opportunity, ensure the educational success of the greatest number and facilitate the students' integration into society.

1.1 Cooperation

According to the Commission des programmes d'études, all phases in the development of the Québec Education Program must be undertaken as a **collective project** involving the contribution of various areas of expertise including, first and foremost, that of teachers.

This orientation applies equally to the process for developing the Program of Programs, which also requires the participation of school principals, who are entrusted with applying the program in their school.

The selected means must involve teachers in all phases of the process as it is they who have the practical knowledge of the many, varied needs of students. They are concerned with guiding students in their learning and finding solutions to any problems they encounter. Teachers are well aware of the strengths and weaknesses of current programs. At the secondary level, the definition of learning objectives and learning content requires the participation of secondary school teachers as well as the consultation of teachers at the college level. **In short, teachers as a group must be at the heart of the development of the Québec Education Program.**

In Québec, programs of study are designed for heterogeneous groups of students.(10) Therefore, starting with the development of these programs, the characteristics and needs of students and those of educational institutions must be taken into consideration.(11) The Commission recommends that the Ministère ensure the participation of teachers from a variety of different fields: those teaching multi-level classes comprised of students of different ages, those involved in special education, and those teaching students from diverse linguistic and cultural groups.

Development of the Québec Education Program requires the contribution of a variety of specialists with subject matter and teaching expertise. It also requires the participation of individuals qualified to propose new perspectives and to question received ideas with respect to identifying the most relevant knowledge and determining how it is to be organized. In effect, program reform necessitates an open-mindedness to less traditional concepts. It also requires the support of individuals with skills in writing programs of study.

1.2 Coherence

The Commission des programmes d'études is of the opinion that the Québec Education Program is a reference tool for school personnel to use in the planning of teaching.

Coherence between the different elements of the Québec Education Program

The development of the Program of Programs and the renewal of programs of study will make possible the implementation of the reform. These programs are invaluable tools that help schools transmit knowledge and open the doors to culture; they are the basis of the educational project of Québec schools. The cross-curricular learning and themes, and the learning objectives and learning content for each subject specify what students are required to learn. This is why coherence must be ensured between the different components of the Québec Education Program (the Program of Programs and programs of study).

In the early 1980s, programs of study were re-written in line with the policy statement and plan of action entitled *The Schools of Québec*. In retrospect, it can be seen that program development was spread over a period of about five years. One of the main criticisms ensuing from this undertaking was the lack of coordination among the work groups responsible for program development in each subject area, such that emphasis was placed on each subject rather than on an interdisciplinary approach. The necessary measures must be taken to ensure that this situation does not recur.

Coherence between learning objectives and learning content in the programs of study

The Commission recommends that the Minister of Education focus the programs of study on *essential* learning objectives and learning content so that all students acquire the knowledge and skills required for their development and social integration. Learning objectives and learning content must be designed to allow for the adaptation of teaching.

The learning objectives and learning content of some programs of study have been broken down into numerous intermediate objectives that are considered small, independent units; this makes it difficult to adapt the teaching. Similarly, when the targeted learning in a program of study is organized on the basis of a specific teaching approach selected in advance, other adaptation difficulties arise. Programs of study must therefore be designed to give teachers the option of adapting their teaching, thereby facilitating their task and ensuring educational success and equal opportunity.

Coherence of learning objectives, learning content, cross-curricular learning and teaching practices

It is important to clearly establish the links which connect the learning objectives, learning content, cross-curricular learning and teaching and evaluation, all of which are an integral part of life in the classroom and in the school.

Teaching seeks to enable students to attain learning objectives and master learning content and cross-curricular learning. Evaluation is part of teaching and learning and allows an informed judgement to be made of the students' progress, makes it possible to provide appropriate support to the students, and at the end of each cycle, allows an assessment of the learning they have acquired. To support teachers in their evaluation practices and to ensure the accurate assessment of student achievement, the programs of study will set out the relative importance of the learning objectives and learning content.

The Commission does not intend to take the place of the Ministère de l'Éducation. The Ministère will specify guidelines in this respect in a general evaluation policy. The Commission also respects the responsibilities of the school boards and schools in determining the standards and conditions for student evaluation in accordance with the new provisions of the *Education Act*.

1.3 Realism

The Commission des programmes d'études acknowledges that the amount of work involved in program renewal varies from one program to another. Numerous programs have been revised in recent years; however, they may need to be modified again in order to comply with the requirements of the Québec Education Program.

For some programs of study, the main task will be to update essential learning objectives and learning content. Others will require the addition of new elements. Such is the case for the *History and Citizenship Education*, *Science and Technology* and *Physical Education and Health Education* programs.Appendix 5 of the Report of the Task Force on Curriculum Reform, *Reaffirming the Mission of Our Schools*, summarizes the changes to be made to the programs of study.

While the Commission does not intend to underestimate the extent of the work required, it considers that the development of the Program of Programs and the programs of study is feasible within the deadlines established. It reiterates that the field-testing periods are closely tied to the development and revision process for programs of study. This validation period must allow for the verification of the relevance, coherence and realism of the choices

made, as well as for a precise assessment of the time required to pursue the learning defined in the programs of study.

Generalized field-testing raises the question of the availability of instructional materials. Program renewal is a very important activity. The instructional materials that are approved for current programs will become in part unusable. Therefore, the Commission des programmes d'études recommends that the Minister of Education provide guidelines for adapting approved instructional materials that are currently being used in the schools. In the case of programs of study developed for the first time, the Commission des programmes d'études recommends that the Minister of Education provide for necessary resources to promote the production of provisional instructional materials during the development of such programs.

Schools must also have the leeway needed to adapt teaching to various contexts and to ensure mastery of the learning defined in the programs. In this matter, one of the Commission's concerns is the situation of Montréal schools. These schools must promote the social integration of a student body that is very diverse in terms of language, ethnicity, culture and religion.

The Commission des programmes d'études recommends that the Minister of Education take all the necessary steps to ensure that partners in education join forces so that not only the classrooms but the entire school is a real learning environment. It hopes that everyone can benefit from the many advantages of working closely together. It believes that it is necessary to break the habit of restricting the scope of programs of study solely to instructional activities in the classroom. Schools should make greater use of the numerous opportunities in which learning initiated in the classroom may be reinforced and applied. The Commission considers that the implementation of the Québec Education Program will provide an impetus for cooperative action.

Lastly, the program development process must be undertaken in a spirit of realism and pursued throughout the field-testing period of a given program. During this important step, teachers must have all the required instructional materials at their disposal.

(9) Cross-curricular learning (or competencies) refers to the skills that a student must acquire and that do not fall exclusively under one subject area.

(10) The Ministère de l'Éducation does, however, produce adapted programs of study for students with moderate to severe mental handicaps.

(11) Refer to: Ministère de l'Éducation. *A School for the Future: Educational Integration and Intercultural Education, Policy Proposal* (Code 75-0052A) (Québec, 1997).

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2. General Framework

If our schools are to play a key role in strengthening the fabric of our society by providing students with equal opportunities and a wealth of knowledge, if they are to teach values and produce responsible citizens, then they must break with traditional views of schooling, existing educational structures, the current division of responsibilities and certain acquired privileges.

Final Report of the Commission for the Estates General on Education

2.1 Québec Education Program

With a view to promoting a global and integrated vision of education, the Commission recommends the implementation of the Québec Education Program, which is comprised of the Program of Programs and the programs of study for each subject. This official document must serve as a reference for all those involved in general education in the youth and adult sectors, especially teachers and the school administration. The Québec Education Program must be presented in a form which makes it easy for teachers to use, and which promotes teamwork and a collaborative approach to teaching. Each component of the Québec Education Program should be written in plain language.

There are **three parts** to the Québec Education Program: the introduction and Education Plan; the Program of Programs; and the programs of study. It is published in two documents: one for preschool and elementary education, and the other for secondary education. The programs of study are grouped by cycle; there are three cycles at the elementary level and two at the secondary level (*Cycles Four and Five*). The organization of the Québec Education Program is presented in Appendix 2.

The **introduction** of the Québec Education Program reiterates the aims of the education system: the mission of schools, the educational goals of the Program of Programs and their relation to the general objectives in the fields of learning. The introduction also describes the guiding principles on which the choices made in the Program of Programs and the fields of learning are based.

The **Education Plan** presents an overview of the general objectives of elementary and secondary education. Using a "horizontal" approach, it outlines the general objectives of

each field of learning and indicates the links between the fields of learning as well as between the subjects in the same field. Using a "vertical" approach, it explains the progression in student learning within a given cycle and from one cycle to another.

The Québec Education Program contains the **Program of Programs**, which is an **undertaking for the school**. The Program of Programs establishes close ties with the programs of study in each subject, which is why it is important that it be presented before the programs of study in the Québec Education Program.

The sections following the Program of Programs indicate, for each cycle, the **programs of study for each subject**, grouped by field of learning. The document for secondary education contains the programs of study for Cycle Four, that is, Grades 7, 8 and 9. For this cycle, the elective programs of study are integrated into the respective field of learning. The last section includes the programs of study for Cycle Five, that is, Grades 10 and 11, which constitute a "common core of basic subjects" and the differentiated programs of study, as well as elective programs, linked to each of the fields of learning and to vocational education.

By designating Grades 1 to 11 to refer to elementary and secondary education, the Commission wishes to demonstrate the students' progression through basic education, which goes from Grade 1 in elementary school to the end of Cycle Four in secondary school, followed by greater diversification in Cycle Five of secondary school. Moreover, this clearly indicates that the Secondary School Diploma corresponds to 11 years of successfully completed studies or their equivalent.

2.2 Program of Programs

The Program of Programs is an important part of program renewal. Its originality stems first and foremost from its educational goals. By means of the cross-curricular competencies and themes presented in Appendix 3, which are largely drawn from the report *Reaffirming the Mission of Our Schools*, the purpose of the Program of Programs is essentially the integration of knowledge. An important tool, it serves to ensure that the actions of the school team are consistent, be it in the teaching of the programs of study, in the student services activities and the complementary services determined by the school board, or in the overall daily life at school.

The Program of Programs first defines the *cross-curricular competencies*, which are divided into intellectual and methodological skills, personal and social skills, and language skills. These elements are essential to students' education and may be acquired through the learning content in different subjects. The Commission considers that cross-curricular competencies should first be acquired in the classroom, that is, in the context of teaching and learning across subject areas. The acquisition of these competencies must therefore be pursued in each cycle from elementary to secondary school.

The Program of Programs also includes a second component: *cross-curricular themes*, which are a reflection of the prevailing educational priorities. These themes make it possible to update the curriculum and to take into account social changes. By studying them at school, students learn the basics of modern life and social integration. They adopt values, attitudes and behaviours that will enable them to pursue their education and live in society. Like the cross-curricular competencies, these themes have anchor points in the programs of study, where they appear as learning content.

Moreover, as part of school life in general, activities are proposed to the students each year in order to enable them to progressively master the cross-curricular competencies and to acquire learning related to the cross-curricular themes. These activities also enable them to better understand the world around them, to develop their personality, to participate in life

in society and to communicate with others.

In order to achieve the objectives of this program renewal, the Commission requests that a description be given of the cross-curricular themes, that the links between them and the cross-curricular competencies be indicated, that the anchor points in the programs of study be specified and that a selection of suggested learning situations be offered to school teams. After the field-testing period for the Program of Programs, the Commission will formulate recommendations to the Minister as to whether these themes should be compulsory or elective.

The Program of Programs has a major impact on school personnel. It is up to the educational community, that is, the school administration and personnel who are in charge of students, to organize the school so that it can carry out its mission. Teachers play a decisive role in the organization of this educational environment. Through their passion for knowledge, their enjoyment of culture, their communication skills, their commitment to continuing education and their very presence, they strongly influence students' education. Implementation of the Program of Programs encourages school personnel to adopt a common philosophy on education, based on the premise that any student can learn, if placed in stimulating situations and given appropriate support.

Responsibility for the implementation of the Program of Programs falls to the school administration as part of its responsibility for the pedagogical and administrative direction of the institution. While respecting the duties and powers of the governing board, the school principal is responsible for the quality of educational services offered by the institution, and for the adaptation and enrichment of educational requirements defined by the law, by the basic school regulations and by the programs of study established by the Minister. The school administration is also responsible for coordinating the development, implementation and evaluation of the institution's educational project. It is therefore responsible for implementing the Program of Programs and must be accountable for the results obtained.

The governing board also shares responsibility for the implementation of the Program of Programs because it must ensure the acquisition of cross-curricular competencies. It adopts the school's educational project, and sees to its implementation and evaluation. The Commission recommends that each year the board approve an action plan developed by the school personnel for the implementation of the "Program of Programs. This plan deals with the activities that differ from those of regular teaching and that expressly target the practice of cross-curricular competencies at the school or during educational outings (for example, a nature activity). The governing board receives a summary of the school's achievements from the school administration. This summary, expressed in terms of outcomes, could be included in the governing board's annual report. To prepare this summary, it would be useful if the school and governing board adopted a set of indicators with which to report on the situation and, in particular, to inform parents and the community.

The teams responsible for the development and revision of the programs of study will have to pay close attention to the development of the Program of Programs, since it is this latter component that will form the basis for the integration of knowledge and for the transfer of learning. It is important that the learning objectives and the learning content of the programs of study focus on the mastery of specific knowledge related to the cross-curricular competencies and themes at appropriate times. Information regarding the application of cross-curricular competencies is provided in all the programs of study. The anchor points for the cross-curricular themes are indicated in the programs of study.

2.3 Requirements

Once the nature and the various components of the Québec Education Program have been

defined, once the goals of the Program of Programs have been specified and once those in charge of developing and implementing it have been designated, the Commission must ensure, by virtue of its mandate, that the Program of Programs and the programs of study are consistent with the orientations of the reform. Therefore, the requirements for the development of the Program of Programs and the programs of study are specified below. Moreover, these requirements will serve as criteria to be used by the Commission in reviewing the Program of Programs and the programs of study, first of all, before their field-testing, and subsequently, prior to their official approval by the Minister.

2.3.1 Requirements for the Program of Programs

To assist students in knowing and understanding the world in which they live, to prepare them to act as responsible citizens at the dawn of the 21st century, and to help them acquire the tools needed for them to integrate socially, to pursue postsecondary studies or to enter the job market, we must be more exacting in establishing conditions that will expressly promote the integration of knowledge and the transfer of learning. The Program of Programs must therefore be a source of inspiration and initiative for school personnel in charge of students. The Commission requests that the Program of Programs not be limited to a list of competencies and themes; rather, it should present, for each cycle, ways in which the goals may be pursued, taking into account the students' development as well as the learning objectives targeted by each subject and by the student services activities and complementary services. The Commission also recommends that the responsibilities regarding the application of the Program of Programs in the schools be clearly defined in the program in order to facilitate a collaborative approach to teaching.

The requirements for the Program of Programs are the following:

1. The Program of Programs defines the cross-curricular competencies presented in Appendix 3, namely, intellectual and methodological skills, personal and social skills, and language skills. The levels of acquisition are specified for each cycle. The Commission considers that this minimal list of cross-curricular competencies constitute the basis of what all students must acquire in their general education.

   Suggested learning situations are presented for each cross-curricular competency. The school must ensure the development of the competencies selected in this document and may expand the list.

2. The Program of Programs gives a description of the cross-curricular themes according to the categories presented in Appendix 3. The study of these themes requires that students apply learning acquired in various subject areas. Suggested learning situations are presented for each cross-curricular theme.

3. In the Program of Programs, links are established between the programs of study and the cross-curricular competencies; also, anchor points for the cross-curricular themes within subject areas are clearly indicated.

4. Evaluation procedures and instruments are designed in consultation with school board and school personnel. These are tools which will allow for the evaluation of a student's progress in the acquisition of cross-curricular competencies as well as an annual assessment of the implementation of the Program of Programs.

2.3.2 Requirements for the Programs of Study

The educational policy statement *Québec Schools on Course* establishes the following guidelines for defining learning objectives and learning content: clearly identify essential learning; explicitly specify how the cultural component can be integrated into the subject

areas; organize programs according to cycle; clearly demonstrate the progression of learning within the same cycle and from one cycle to another; and allow for the leeway that teachers require to exercise their professional judgement.

In formulating its recommendations, the Commission des programmes d'études is guided by the educational policy statement. The Commission is mindful that in developing this policy, the Minister of Education specified that the Report of the Task Force on Curriculum Reform, *Reaffirming the Mission of Our Schools*, is a reference tool. The Commission requests that the recommendations in that report, pertaining to the programs of study for each subject, be followed when developing and revising the programs of study. Thus, the indications in *Reaffirming the Mission of Our Schools* concerning the "overall curriculum content" and the "proposed changes to improve cultural content and correct deficiencies" will be taken into account by the Commission when it reviews the provisional programs of study.

The requirements for the programs of study are the following:

Presentation and design of programs of study

1. The programs of study are grouped by field of learning. General objectives are determined for each of the five fields: languages; technology, science and mathematics; social sciences, arts education; and personal development. These objectives may be the same at the elementary and secondary levels; however, for some fields, it may be necessary to define general objectives specific to certain cycles, or to the elementary or secondary level.

2. The programs of study are developed and presented by cycle. At the elementary level, the duration of each cycle is two years for all subjects. At the secondary level, however, some subjects cover only two of the three years of Cycle Four. Programs of study will therefore be designed accordingly.

3. All programs of study are presented in the same, clear and comprehensible format. This requirement allows links between the subject areas to be clearer, promotes a common, global understanding of the learning outcomes expected of the students and facilitates the work of teachers, who are often called upon to teach more than one program.

4. At the elementary and secondary levels, the programs of study are designed to cover 75 percent of the time allotted for teaching the subject in the subject-time allocation. Enrichment content may be added as a guide.

5. At the elementary level, it is the school and not the Ministère de l'Éducation that allots the teaching time for the following subjects: French as a second language; English as a second language; arts education (music, visual arts, dance, drama); physical education and health education; history, geography and citizenship education; and science and technology. Therefore, the programs of study are designed on the basis of one hour per week, to which enrichment content may be added, thereby allowing the school to opt for one additional hour per week. In the case of arts education, the common core is composed primarily of visual arts and music. At the elementary level and in Grades 7 and 8, one program is designed for the four subjects, namely, music, visual arts, dance and drama. At the secondary level, each of these programs is worth four credits.

6. References to the main documents cited or consulted are indicated in the programs of study.

Learning objectives

1. The goal of the program of study is to clearly define the learning objectives. The term *learning objective* is used without reference to a given typology and means *learning to be acquired at the end of a cycle*. There are not many essential objectives in a prograr of study, but they apply to all students and are compulsory. They are not broken down into intermediate objectives or teaching strategies, nor are they organized according to a specific teaching approach or style of learning.[12] The program of study suggests enrichment objectives as a guide. These objectives expand on the essential objectives and may include new learning, but must not introduce learning content from the subsequent cycle.

2. The program of study makes the links between the general objectives in a field of learning and the learning objectives of a cycle.

3. The program of study specifies, if necessary, while respecting the rationale for an organization by cycle, the logical sequence of learning. Moreover, it is up to teachers t decide how learning is to be organized within a cycle, by taking into account the needs of the students.

4. The program of study provides information on the evaluation of learning, according to the learning objectives. It establishes the relative importance of an objective in relatio to the other objectives. It specifies if the achievement of an objective is a prerequisite for one or more objectives in the subsequent cycle.

5. In a program of study, the learning objectives are presented using a "vertical" approach, that is, they are related to those of the preceding and subsequent cycle, if applicable. Information on the links between the learning content of a given program and that of other programs of study is presented using a "horizontal" approach.

6. In a program of study, links are clearly established between the learning objectives an the cross-curricular competencies.

Learning content

1. The program of study determines the essential learning content and includes the enrichment content as a guide. The enrichment content is clearly separated from the essential content. The expression *learning content* must be understood in the broad sense. It refers to a set of knowledge and skills that is the focus of learning.

2. In a program of study, the learning content is presented in relation to one or more learning objectives.

3. The learning content is selected on the basis of research data and widely shared views.

4. Learning content formally includes cultural appreciation,[13] especially of the most noteworthy cultural works and productions of various origins and from different eras.

5. The program of study provides the basic notions and concepts that the students must understand at given stages in their schooling, since these notions and concepts serve as the foundation for subsequent learning. If applicable, the program presents a concept map illustrating the relationships of the various concepts. The program also indicates how a given subject contributes to the building of concepts, especially those of time, space and matter.

6. The anchor points for the cross-curricular themes of the Program of Programs are

clearly indicated.

7. In the first cycle of elementary school, the programs of study make reference to learning begun in preschool education, especially with regard to early learning in science and to the building of concepts related to the social sciences.

8. Programs of study dealing with the language of instruction or second language provide information on the study of literary works and, if applicable, the reading of texts involving other fields of learning.

Specific information

1. A program of study provides information on the intellectual and methodological approaches proper to a given subject or to a group of subjects.

2. A program of study provides information on the acquisition of cross-curricular competencies, especially those promoting the reinforcement of language learning.

3. A program of study provides information on the importance, nature and scope of the student's individual work, both at school and outside the school.

4. A program of study provides information on the use of works or documents dealing with topics covered in the program.

5. A program of study provides information on the use of information and communications technologies for teaching.

6. In conformity with the educational policy statement *Québec Schools on Course*, technology is integrated into the teaching of the sciences, citizenship education is integrated into the teaching of history, and health education is integrated into the teaching of physical education.

(12) The Commission des programmes d'études is in favour of the publication of program companion guides for teachers so that additional information on specific matters ma be provided (e.g. the use of educational sites outside the school, the adaptation of teaching in response to individual styles and paces of learning).

(13) Proposals regarding this requirement are formulated in *Québec Schools on Course*, pp. 16 to 19.

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3. PROGRAM IMPLEMENTATION PROCESS

Program establishment is one of the most sensitive elements of the curriculum. It has a significant structural impact on the curriculum as applied in the classroom. Everyone agrees that the present system must be corrected. However, it is important for the corrections to apply to the elements that produce the unintended effects.

Report of the Task Force on Curriculum Reform, *Reaffirming the Mission of Our Schools*

For program renewal to be successful, it is important that the efforts of the Ministère de l'Éducation and the Commission des programmes d'études be well orchestrated. The Commission therefore proposes the implementation process presented in Appendix 4. The first three steps-development and revision, implementation for field-testing and official approval-involve the actual renewal of programs. The fourth step, ongoing adaptation, is new in the program implementation process and aims at the continual update of the programs' learning objectives and learning content.

3.1 Development and Revision

The development of a new program of study or the revision of an existing program requires numerous areas of expertise and significant financial investment, and must be carried out expeditiously; the result impacts greatly on the education of students. It is therefore important that all necessary measures be taken to ensure that the objectives are fully attained.

In order to set out guidelines for the development and revision of programs of study, the Commission considers that the Ministère de l'Éducation must first prepare an **Education Plan** that includes programs of study and that is accompanied by an introduction to the Québec Education Program. Then, the Ministère should produce a set of **program specifications** for each program of study(14) and a separate set of specifications for the Program of Programs.

The Education Plan makes it possible to assess the overall coherence of the Québec Education Program (in the process of being developed). It is a guide for the Commission, which must review the cycles of a given program separately, in accordance with the

Calendar for the Development, Implementation and Revision of Programs of Study. This plan is comprised of general objectives in the fields of learning; it highlights the progression from one cycle to another and establishes the links between the fields.

A **preliminary** version of the Education Plan is to be sent to the Commission in September 1998 and a more developed version, in the winter of 1999. The plan will thus take shape as the program development and revision work is carried out. For example, in the second version, objectives and interdisciplinary links will be specified. It is important that the Commission be advised periodically of any modifications made to the Education Plan. It is understood that the Commission may propose changes to the plan as required.

The **program specifications** for each program of study and for the Program of Programs are an invaluable tool for the Commission's work. The Commission is responsible for analyzing the programs with a view to their field-testing and approval. It sets up committees of experts beforehand, plans their work, ensures their training, and anticipates issues that require more in-depth study. Experts do not work with the authors of the programs and they report only to the Commission; therefore, it is important that they have all the information required to understand the choices made in the program.

Consequently, the program specifications should include at least the following elements:

- The background situation: for example, the milieu's expectations, ministerial guidelines and any other reasons for changing the program or for developing an entirely new one, general considerations regarding the selected cross-curricular competencies and themes, the integration of information and communications technologies, the means anticipated for increasing requirements for success and the provisions made for enhancing the cultural dimension of the program.
- A detailed table of contents for the program.
- The resources used for program development.
- The calendar for the different steps involved in program development. The Commission must be advised of any changes made to this calendar.

Each set of program specifications is sent to the Commission des programmes d'études before the provisional program is submitted for the Commission's review. The list and dates for submission of the specifications are set out in Appendix 5.

Each provisional program is submitted to the Commission, in conformity with the calendar. Following the program review, the Commission makes a report to the Minister. If this report is favourable, the Commission recommends that the Minister authorize the program for field-testing for a predetermined period of time. If this report is unfavourable, the Commission advises the Minister of the nature of the corrections needed for the program to comply with the Commission's requirements.

3.2 Implementation for Field-Testing

The field-testing period is an important step in the program implementation process. Its main purpose is to verify the relevance, coherence and realism of the learning objectives and learning content. Modifications may be proposed and made during or at the end of the field-testing period.

Field-testing is also a time for teachers to assimilate the new program and undertake professional development activities. The implementation of a new program is always a

demanding activity for teachers. From now on, all programs of study will be revised or, in certain cases, replaced by new programs. The Commission therefore recommends that the field-testing period be respected and that the Ministère de l'Éducation prepare this step most carefully since the success of program reform depends on it.

The duration of the program field-testing period is specified in the *Calendar for the Development, Implementation and Revision of Programs of Study*. Field-testing is carried out in all schools and all grades of a given cycle. Certain school boards or schools may be singled out in order to ensure a more systematic monitoring of the field-testing; however, all school boards and schools are free to share with the Ministère any observations that they feel could improve the program.

Before proceeding with the field-testing of a program of study or the Program of Programs, the Ministère advises the Commission of the mechanisms for monitoring and evaluation that it will put in place. During the field-testing period, the Ministère apprises the Commission, at least once a year, of the status of the field-testing operation; however, the Ministère immediately notifies the Commission of any problems that may arise. The Commission may, if it deems necessary and without duplicating the Ministère's activities, gather its own information and suggest corrections.

At the end of the field-testing period, the provisional programs of study and the Program of Programs are reviewed and corrected by those in charge of program development and revision. The corrected programs of study are accompanied by a field-testing report and sent to the Commission for review. After this review, the Commission makes recommendations to the Minister for official approval of the program of study. The programs of study are considered trial versions until they receive official approval by the Minister.

3.3 Official Approval

Official approval of each program of study and the Program of Programs is incumbent upon the Minister of Education. The process for approval begins after a program has been field-tested. After having received a favourable recommendation from the Commission des programmes d'études, the Minister submits the provisional program to the confessional committees of the Conseil supérieur de l'éducation for their opinion. The Minister then has all the information required to approve a program of study and give it official status. Once approved, a program of study must be implemented in all schools throughout Québec.

3.4 Ongoing Adaptation

Ongoing adaptation of programs of study is a new step in the implementation process. Its purpose is to ensure that the learning objectives and the learning content defined in the programs of study are updated on an ongoing basis. The Commission intends to continue deliberating on the steps that it will adopt to carry out this particular aspect of its mandate. It plans on preparing a subsequent report and submitting its recommendations on this procedure to the Minister of Education.

(14) Given the tight deadlines set out in the *Calendar for the Development, Implementation and Revision of Programs of Study*, the Commission des programmes d'études does not expect that specifications be developed for the programs of study which are to be presented to the Commission in December 1998. The Commission does, however, require that it be advised of the resources used and the calendar for the different steps in the development of such programs. The exemption does not apply to the Program of Programs, for which preliminary specifications are expected in October 1998.

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CONCLUSION

Development of the Québec Education Program is the basis for the renewal of programs of study. The Québec Education Program is divided into five cycles and is comprised of the Program of Programs and the programs of study for each subject. The Program of Programs is an undertaking for the whole school. Implementation of this program is meant to send a clear message: schools must, through the actions of the school personnel, take all the necessary steps to ensure that students acquire the tools they need to pursue their education and to live in society. The Program of Programs is designed to influence all teaching practices and to instill a sense of belonging to the school in students, staff, parents and community.

As for the programs of study, they determine what students need to learn for each subject. They must be focussed on essential learning objectives and content and must propose enrichment content. They clearly define what is expected of students and include a cultural dimension. The programs of study are written from both a "horizontal" and a "vertical" perspective.

For program renewal to be carried out as planned and for changes to be felt in the classroom, the Commission des programmes d'études is counting on the joint efforts of the various persons who have responsibility for the education of students. These collaborative processes must allow for teachers to play a major role: as professionals, they will most certainly be up to the challenge.

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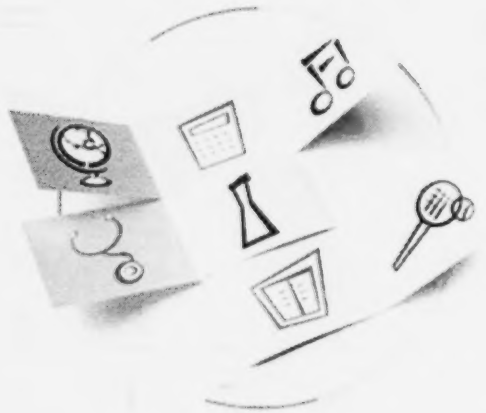

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APPENDIX 1

EDUCATION ACT

(Excerpts regarding the responsibilitie
of the Commission des programmes d'études
and the Minister of Education)

The Commission des programmes d'études

Section 477.4

The mission of the council is to advise the Minister on any matter relating to programs of studies established by the Minister pursuant to section 461.

The council, in the pursuit of its mission, shall make recommendations to the Minister on

1. the general guidelines and framework for the establishment of programs of studies;
2. the timetable for the development, implementation and review of programs of studies;
3. the approval of programs of studies;
4. the ongoing adaptation of programs of studies.

Section 477.5

The council shall advise the Minister on any matter submitted to it by the Minister concerning programs of studies.

Section 477.6

The council may

1. (1) refer any matter relating to programs of studies to the Minister;
2. solicit and receive observations and suggestions from individuals or groups on any

matter relating to programs of studies.

The Minister of Education

Section 461

The Minister shall establish the programs for preschool education, the programs of compulsory subjects for elementary and secondary schools as well as the elective subjects specified in a list drawn up by him under section 463 and, if he considers it appropriate, the programs of vocational education.

Every program shall include compulsory objectives and contents and may include optional objectives and contents that shall be enriched or adapted according to the needs of students who receive the services.

Furthermore, the Minister may establish literacy and presecondary and secondary education programs to be offered as part of the adult education services.

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APPENDIX 2

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CYCLE	FIELD OF LEARNING	PROGRAMS OF STUDY
Cycle One (Grades 1 and 2)	Languages	• French, language of instruction • English, language of instruction • French, second language
	Technology, Science and Mathematics	• Mathematics
	Arts Education	• Visual Arts • Drama • Music • Dance
	Personal Development	• Moral Education • Catholic Moral and Religious Education • Protestant Moral and Religious Education • Physical Education and Health Education
Cycle Two (Grades 3 and 4)	Languages	• French, language of instruction • English, language of instruction • French, second language • English, second language
	Technology, Science and Mathematics	• Mathematics • Science and Technology
	Social Sciences	• History, Geography and Citizenship Education
	Arts Education	• Visual Arts • Drama • Music • Dance
	Personal Development	• Moral Education • Catholic Moral and Religious Education • Protestant Moral and Religious Education • Physical Education and Health Education
Cycle Three (Grades 5 and 6)	Languages	• French, language of instruction • English, language of instruction • French, second language • English, second language
	Technology, Science and Mathematics	• Mathematics • Science and Technology
	Social Sciences	• History, Geography and Citizenship Education
	Arts Education	• Visual Arts • Drama • Music • Dance
	Personal Development	• Moral Education • Catholic Moral and Religious Education • Protestant Moral and Religious Education • Physical Education and Health Education
Cycle Four (Grades 7, 8 and 9)	Languages*	• French, language of instruction • English, language of instruction • French, second language • English, second language
	Technology,* Science and Mathematics	• Mathematics • Science and Technology
	Social Sciences	• History and Citizenship Education • Geography (Grade 7 and 8)
	Arts Education*	• Visual Arts • Drama • Music • Dance
	Personal Development	• Moral Education • Catholic Moral and Religious Education • Protestant Moral and Religious Education • Physical Education and Health Education
Cycle Five** (Grades 10 and 11)	Languages	• French, language of instruction • English, language of instruction • French, second language • English, second language
	Technology, Science and Mathematics	• Mathematics • Science and Technology (Grade 10)
	Social Sciences	• History and Citizenship Education (Grade 10) • Understanding the Contemporary World (Grade 11)
	Personal Development	• Moral Education • Catholic Moral and Religious Education • Protestant Moral and Religious Education • Physical Education and Health Education

* These fields of learning include elective programs of study for Grade 9.
** This cycle includes elective programs of study in all fields of learning and in vocational education.

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APPENDIX 3

CONTENT OF THE PROGRAM OF PROGRAMS

Cross-curricular competencies

The selected cross-curricular competencies can be divided into three categories: intellectual and methodological skills; personal and social skills; and language skills.

Annexe 3

The Commission des programmes d'études is not preparing an exhaustive list of the cross-curricular competencies to be acquired. It has highlighted those that, here and elsewhere,

are most often selected with a view to providing students with an education adapted to the 21st century. The Commission considers that the cross-curricular competencies listed in this document constitute a starting point for the Ministère de l'Éducation. Once the Program of Programs is developed, the cross-curricular competencies defined in it will become compulsory. Schools will thus have to plan for the acquisition of these competencies because they will be part of the core curriculum. A school's educational project may also target the acquisition of other cross-curricular competencies in order to meet the specific needs of its students. Given the importance of *mastering the language of instruction* in the curriculum reform, the acquisition of these cross-curricular competencies related to language must be included in the school's action plan each year.

Synoptic table of cross-curricular competencies

The Commission specifies, in the first column of the following table, the selected cross-curricular competencies. The acquisition of a cross-curricular competency supposes that a set of skills has been acquired. The table thus contains examples of skills. It is neither exhaustive nor ranked. These examples are included without reference to any particular source.

Intellectual and Methodological Skills	**Examples**
To solve problems and make informed decisions by using critical and creative thinking	• Come up with possible solutions or hypotheses • Select criteria for analysis • Use inductive and deductive reasoning • Exercise judgement or choose a solution for intellectual, personal or social problems
To research and process information from a variety of sources	• Use the intellectual skills appropriate for a given situation or context or call upon affective responses (e.g. intellectual curiosity, self-confidence, open-mindedness) • Construct meaning using several data (e.g. reformulate, interpret, summarize, conclude) • Apply a variety of thought processes: analyze, synthesize, evaluate, criticize, etc. • Use the strategies appropriate for researching information from a variety of sources • Select, classify, compare and organize information • Consult reference works on their own initiative (e.g. dictionary, databank, atlas, grammar book)
To plan, carry out and evaluate an	• Design a project and accurately assess

individual or group project	the resources required to carry it out • Use the appropriate resources in a rational manner • Take on responsibilities in a project, especially for the good of the group or the community • Evaluate the progress of a project and evaluate themselves as participants
To work alone or with several other persons in order to arrive at a definite result, while following rules and instructions	• Plan and organize the work according to the resources, time and objectives set • Take into account different points of view • Evaluate their own progress or that of the group • Suggest new ideas, be imaginative • Take risks in moderation and with confidence
To be creative and innovative in various areas of activity	• Create a literary, technological or artistic work • Understand how knowledge is created • Come up with new solutions to a problem
To increase their knowledge of themselves, of others and of their environment in order to develop their personal and social identity and to become aware of the spiritual dimension of life	• Assert their personality and their life experiences while respecting those of others • Explore their inner self while exercising their ability to wonder, reflect and empathize • Seek meaning in life by being open-minded with regard to religious and non-religious issues • Recognize their areas of interest, aptitudes, strengths and weaknesses, the way they function, their occupational skills • Satisfy their physical and socio-affective needs in a reasonable manner
To adopt preventive, safe behaviours that promote their growth and enable them to live harmoniously with others	• Foresee the consequences of their actions on themselves, their family and their community

	• Foresee dangerous situations • Observe the rules for functioning in a group and participate in implementing them • Change their behaviour when necessary • Participate in denouncing any form of inequality and exploitation
To use the resources at their disposal to promote their own well-being and that of the group	• Locate and adequately and responsibly use the public services and goods in their community • Know what to do in an emergency situation or situation of need • Know the organizations that work to promote and defend individual and collective rights
To show sensitivity to aesthetics in their dealings with others and their environment	• Appreciate different forms of cultural and artistic expression • Develop their ability to invent • Present their work in an original, carefully prepared way • Be attentive to the beauty in the small details of everyday life • Express their ideas, sensations, feelings and emotions in an aesthetic manner • Participate in cultural or artistic events
To establish relationships with others by using means appropriate to situations and contexts	• Adapt their communication to the audience • Select the method of communication appropriate to the intention pursued • Express and decipher verbal and non-verbal messages • Know how to listen, understand and respond adequately to others • Receive and understand ideas communicated in different ways
To use the language of instruction correctly in everyday situations	• Use vocabulary appropriate to the situation • Observe linguistic conventions

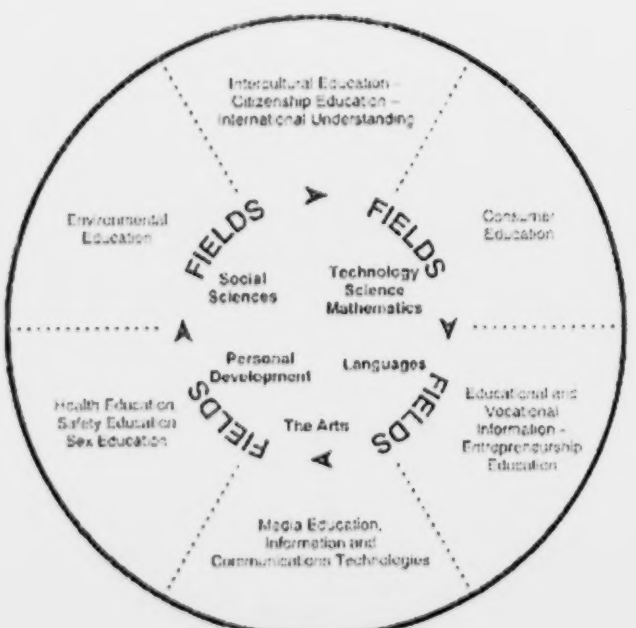
	• Observe linguistic conventions • Write personal texts • Transfer language learning to different contexts or situations
To communicate and express themselves clearly, verbally and in writing	• Write correctly, legibly and with ease • Speak with confidence • Argue with logic • Correctly use the vocabulary specific to a subject area • Carry out their own writing projects (plan the production of a text, write it, revise it and present the result) • Express their opinions and ideas soundly • Evaluate the effectiveness of the communication
To understand and interpret various types of documents	• Use appropriate strategies to understand the meaning of a text • Give the exact meaning of vocabulary specific to a subject area • Understand prose text, schematic representations (e.g. graphs, tables, maps) and mathematical text (applying arithmetic operations to numbers embedded in printed materials) • Show interest in books and reading
To use different technologies to transmit and receive a message	• Understand the nature and role of technology in auditory or visual communications • Choose a technology appropriate to the audience and to the intention of the communication • Exercise their critical sense in researching information using multimedia and the Internet • Exercise their moral judgement in the use of technology • Communicate using multimedia

Cross-curricular themes

The study of cross-curricular themes makes it possible for students to acquire the learning that is essential for them to become autonomous, responsible, collaborative individuals who participate in the life of their community. As emphasized by the Commission in Chapter 2, cross-curricular themes reflect prevailing educational priorities. They make it possible to update the curriculum and take into account social changes. By studying these themes at school, students adopt values, attitudes and behaviours that will allow them to pursue their studies and live in society. Students have the opportunity to acquire learning that draws on and goes beyond the various subjects because this learning directly affects their social, cognitive, affective and psycho-motor interactions with their surroundings.

To produce the desired results, learning related to the cross-curricular themes must have **anchor points** in the programs of study. It is important that the learning objectives and content required to understand the cross-curricular themes be clearly indicated in the programs of study.

The Commission proposes a grouping of cross-curricular themes in six interrelated fields. The themes have been grouped in this way as a guide, with a view to showing that certain cross-curricular themes are more closely interrelated. The themes may be organized differently in the Program of Programs.



Intercultural education, citizenship education and *international understanding* have in common the learning content related to exercising one's responsibility as citizens in a society marked by cultural diversity and globalization. Intercultural education aims at "learning to live together with proper regard for the values of a democratic society."[15] It is based on the fact that the school is a natural forum for intercultural exchange and communication. As for the goal of citizenship education, it "is to make individuals aware of their rights and responsibilities towards others and towards society in general. Schools, in their role as educators of independent citizens, should also prepare their students to be active members of society, by helping them to develop critical minds and respect for others. Citizenship education is designed to enable students to master the skills they need to defend and promote democratic values and human rights, both at school and in society, [to be prepared to *participate actively in the functioning of democratic institutions*] and to demonstrate social solidarity and an understanding of other countries and other cultures."[16] Lastly, "the main goals of education in international understanding are to make individuals aware that they belong to a group known as humanity, and to create accepted interdependencies between individuals, peoples and nations."[17] In referring to these three cross-curricular themes, schools contribute to building a democratic society and promoting social cohesion.

Consumer education is related to the satisfaction of needs and the relationships of individuals with the environment. "It is not the job of schools to put the consumer society on trial. However, they do have the responsibility of making young people aware of practices likely to undermine their independence, harm their health or the environment, destroy their critical abilities and prevent them from discharging their responsibilities as full members of society."[18] Being an informed consumer supposes, among other things, that we exercise our critical abilities and understand the mechanisms of consumption, advertising, economic growth and access to credit.

Educational and vocational information--entrepreneurship. Everyone agrees that schools must guide students in their academic and occupational choices. "Their goal is to help students gradually anticipate the future and select the path that best corresponds to their capacities and interests in a world that is undergoing far-reaching change."[19] Starting in elementary school, students are called upon to undertake a learning plan, set their own objectives, periodically evaluate their progress, and receive feedback from school personnel and parents. Gradually, students adopt the learning plan as their own. In this way, they form the bases for entrepreneurship. Schools must also guide students by providing them with complete information on the possibilities available in the school system, by organizing concrete exploration activities in certain occupational sectors, as well as providing information on trades, occupations and the labour market. Generally, teaching activities will make it possible to establish links between academic learning, daily life and the world of work. At the secondary level, personalized support must be available when students make their academic and occupational choices.

Media education and *information and communications technologies.* Schools are particularly concerned with these two cross-curricular themes because of their connections with the various subject areas and because they promote access to numerous types of knowledge. Information and communications technologies "should be used to help students progress, and students must learn to use them effectively and efficiently."[20]

Media productions are not "neutral." They send a message with the intention of informing, persuading or entertaining. Students must be aware of this and understand why certain media techniques are used. Information and communications technologies are destined to become a common learning tool and a means of accessing knowledge without censure. Computers offer unprecedented and increasingly expanding possibilities for processing information in different ways. Media education and education in information and communications technologies aim at making students better understand these realities of

our daily lives. To attain these objectives, Québec's policy on the information highway, *Agir autrement*, specifies that at school, information and communications technologies must be considered a learning focus, a tool to facilitate learning and a means of accessing knowledge that is within the reach of all students, even those in small schools in rural areas.(21) We must therefore allow students to undertake complex tasks, develop good work habits and exercise their critical sense with respect to information and communications technologies and the media.

Health education, safety education and sex education cover a broad range of activities. It is important to clearly define the educational goals of each of these three themes in order to avoid dissipating efforts. Schools are instrumental in helping students more effectively handle the factors that influence their health, safety and sexual expression. They will do so primarily by encouraging students to adopt safe and preventive behaviours that are conducive to maintaining or improving their health and that of others. The concept of health is used in the broad sense and includes physical, psychological, cultural, ethical and social aspects. Similarly, human sexuality includes emotional, psychological, cultural, moral and social aspects. It is therefore not surprising that we are hearing more and more about sexual health. Lastly, in terms of sexuality and health, safe behaviours are not innate; they are acquired as a result of learning that is all the more necessary since young people are especially vulnerable in these aspects of life.

Environmental education aims at conserving resources and promoting sustainable development. The majority of educational institutions are already aware of the need to provide education on the environment. They invite students to take concrete action to help protect the environment. We must continue in this vein and ensure that this academic learning is transferred to all sectors of daily life, thus becoming an integral part of being a responsible citizen.

(15) *Reaffirming the Mission of Our Schools*, p. 122.

(16) Ibid, p. 120.

(17) Ibid, p. 123.

(18) Ibid, p. 117.

(19) Ibid, p. 121.

(20) Ibid, p. 125.

(21) Gouvernement du Québec. *Agir autrement, Politique québécoise de l'autoroute de l'information* (Québec, 1998), p. 23.

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Annexe 5

Arts Education	
Music	March 1999
Visual Arts	March 1999
Drama	August 2000
Dance	August 2000
Personal Development	
Moral Education	March 1999
Catholic Moral and Religious Education	March 1999
Protestant Moral and Religious Education	March 1999
Physical Education and Health Education	March 1999
Cycle Three	
Languages	
French, language of instruction	August 1999
English, language of instruction	August 1999
French, second language	August 1999
English, second language	March 1999
Technology, Science and Mathematics	
Mathematics	August 1999
Science and Technology	not required
Social Sciences	
History, Geography and Citizenship Education	not required
Arts Education	
Music	March 1999
Visual Arts	August 1999
Drama	August 2000
Dance	August 2000
Personal Development	
Moral Education	August 1999
Catholic Moral and Religious Education	August 1999
Protestant Moral and Religious Education	August 1999
Physical Education and Health Education	March 1999
SECONDARY EDUCATION	
Program of Programs	March 1999
Cycle Four	
Languages	
French, language of instruction	August 1999
English, language of instruction	August 1999
French, second language	August 1999
English, second language	August 1999

Technology, Science and Mathematics	
Mathematics	August 2000
Science and Technology	March 1998
Social Sciences	
History and Citizenship Education	March 1998
Geography	March 1998
Arts Education	
Music	August 1999
Visual Arts	August 1999
Drama	August 2000
Dance	August 2000
Personal Development	
Moral Education	August 1999
Catholic Moral and Religious Education	August 1999
Protestant Moral and Religious Education	August 1999
Physical Education and Health Education	March 1999
Elective Subjects	August 2000

Cycle Five	
Languages	
French, language of instruction	August 2000
English, language of instruction	August 2000
French, second language	August 2000
English, second language	August 2000
Technology, Science and Mathematics	
Mathematics	August 2001
Science and Technology	August 2001
Social Sciences	
History and Citizenship Education	August 2000
Understanding the Contemporary World	March 1998
Personal Development	
Moral Education	August 2001
Catholic Moral and Religious Education	August 2001
Protestant Moral and Religious Education	August 2001
Physical Education and Health Education	August 2000

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